

**THE EFFECT OF TYPE COOPERATIVE LEARNING MODELS
NUMBERED HEAD TOGETHER ON THE CRITICAL THINKING
ABILITY OF STUDENTS IN BASIC SCHOOL**

(Quasi Experiment Research in Class V Students of Cangkuang 02 Elementary
School, Rancaekek District, Bandung Regency Academic Year 2019/2020)

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ABSTRACT

The lack of students thinking skills is still found in the fields, therefore researchers chose the Numbered Head Together can foster students critical thinking skills. This study aims to determine the effect of the Numbered Head Together cooperative learning model on the critical thinking skills of fifth grade students of Cangkuang 02 Elementary School, Rancaekek District, Bandung Regency. This research was conducted in the 2019/2020 school year. This type of research is a quasi-non-equivalent control group design experiment. The population in this study were all students of class V SDN Cangkuang 02 with a total of 74 students, while the sample in this study were 40 students namely the VA class with a total of 20 students as the control class and the VB class with a total of 20 students as the experimental class, the technique used for Choosing a sample is purposive sampling. Choosing a sample with a specific purpose. The instrument used was a questionnaire that contained 30 statements, pretest before conducting posttest research after conducting research. Data analysis techniques used in this study are, normality test, homogeneity test, hypothesis test and effect size test. The results of data analysis based on hypothesis testing obtained significance in both classes of $0.00 < \alpha < 0.05$ then H_0 is rejected and H_a is accepted. So it can be concluded that there is a significant influence on the Numbered Head Together type of cooperative learning model on students' critical thinking skills.

Keywords: Model Numbered Head Together, Critical Thinking